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AUTHOR Hallein, Joe; Phillips, Judy
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ABSTRACT

This assessment of the extent to which teacher-librarians in Australian primary schools are actively involved in curriculum development compared two Australian states, including both metropolitan and country regions, to determine whether observations made in Victoria were substantiated by the data collected, and whether this situation was paralleled in New South Wales. A review of the literature revealed that information about what Australian primary school teacher-librarians actually do is very limited, although a plethora of articles exist about what they ought to be doing. A survey instrument sent to 90 primary schools in Victoria and New South Wales was designed in diary form to enable the participating teacher-librarians to fill in the tasks they performed each day over a 2-week period, and interviews were held with selected teacher-librarians and principals to gauge their attitudes about the role of teacher-librarians within education and to identify some of the difficulties they face in implementing the role as recommended in the literature. It was concluded that teacher-librarians are generally underutilized and undervalued as a resource for excellence, but that recent significant changes in the New South Wales Education System may affect the role of teacher-librarians in that state. A summary of the research findings and an outline of future needs for primary school libraries and teacher-librarians based on these findings conclude the report. A sample diary page is included. (39 references) (SD)

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CO-OPERATIVE CURRICULUM PLANNING & TEACHING:

ARE PRIMARY SCHOOL TEACHER LIBRARIANS REALLY INVOLVED.

BY

JOE HALLEIN & JUDY PHILLIPS

SCHOOL OF EDUCATION

GIPPSLAND INSTITUTE OF ADVANCED EDUCATION

CHURCHILL, VICTORIA, 3842.

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CO-OPERATIVE CURRICULUM PLANNING & TEACHING:

ARE PRIMARY SCHOOL TEACHER LIBRARIANS REALLY INVOLVED.

School Libraries are quite complex organisations and the number of different tasks required to enable them to operate effectively is quite huge. As early as the 1960's the "Knapp School Library manpower Project" in the U.S.A. identified over 300 different tasks carried out in school libraries, ranging from clerical tasks to professional library and teaching activities.

In the 1980's teacher librarians have been told at conferences, workshops and in the literature that their major job is to be an educational consultant who works as an equal partner with teachers and school administrators in "Co-operative Curriculum Planning and Teaching". However from conversations with primary teacher librarians and from casual observation of primary school libraries in Victoria it appeared that many teacher librarians were not really involved in "Co-operative Curriculum Planning and Teaching" and that it was not the major role for most primary school teacher librarians. Research into what Australian primary teacher-librarians actually do is very limited, even though the literature contains a plethora of articles on what they ought to be doing. The research team felt that a comparative study between States including metropolitan and country regions was important as this would indicate if observations made in Victoria were substantiated by the data and if this situation was paralleled in N.S.W.

The survey instrument was designed in diary form to enable the participating teacher-librarians to fill in the tasks they performed each day over a two week period.

The literature on the subject was reviewed and interviews were held with selected teacher librarians and principals to gauge attitudes about the role of the teacher-librarian within education. This would identify some of the difficulties they face in implementing the role as recommended in the literature. The comparative nature of the research also allowed the identification of other variables to be ascertained.

THE ROLE OF THE PRIMARY SCHOOL LIBRARIAN:

A REVIEW OF RELATED LITERATURE AND RESEARCH.

GENERAL OVERVIEW

"The aim of the School Library Program is to assist students to develop a commitment to informed decision making and the skills of life-long learning." (Haycock 1985)

The majority of primary teacher librarians should see this aim as a primary objective and fashion their role to implement it. The problem arises in exactly how this objective is to be effectively achieved and who are the protagonists in its implementation. The position also arises that most school administrators and teachers would also see this aim as a major objective of education but wouldn't necessarily see the aim being the province of the school library program or being part of the role of the school librarian. This is the dilemma: - What is the role of the school librarian and the school library program in education?

In reviewing the literature on for Primary School Librarians, there is a continual thrust that teacher librarians must have a role in education and that the school library program is essential if "informed decision making and life-long learning skills" are to be mastered by students.

The educational role which the literature so strongly advocates is "initiating and participating in curriculum development and implementation". This total curriculum involvement means that the teacher librarian is involved in curriculum from the planning through to the evaluation. They thus become members of the teaching team and "engage in active collaboration with teachers", their teaching role predominating (Roggenbuck 1985).

This role is also stressed by Ken Haycock (1985). He feels that the "very survival of the teacher librarian is dependent on their becoming involved in the school's teaching teams". The emphasis in school librarianship has gone from teacher librarian (stressing the dual qualifications) to a specialist teacher/resource manager, with the teaching role in ascendancy.

Jim Dwyer contends there ia a "crisis in primary school librarianship" (Dwyer 1985). For in reviewing the literature on the role of the primary school librarian, the impression given is that that role is unclear. Everybody sees what primary school librarians are supposed to be doing, differently. There seems to be only one constant and that is change! It is this constant redefining of the role and the apparent misunderstanding of the role by school administrators which has in part led to "the crisis". For as Dwyer contends in his paper "the majority of teacher librarians in Australia take a passive role in the units of study which students undertake in the library", and this passive role "does not justify the appointment to the school of a fully professional teacher librarian whose role is essentially an educational one". So it can be understood why primary administrators have had difficulties in coming to terms with the school librarians role, if the teacher librarians themselves have not fully appreciated it nor convinced school administrators of their worth.

Davey (1986) stresses this in his report for the School Library Association. In his evaluation, he found that, "The inference that trained library personnel have failed to convince school administrators of their intrinsic worth and that the workforce which staffs primary school libraries (many untrained) has done little to highlight the importance of the role of libraries and the contribution of their staffs to a more effective education, is inescapable". (Davey, 1986)

To undertake a successful educational role the teacher librarian must be a member of the educational team and assertively advocate an educational role for the school library program. "Their major task in practice must be to be an equal partner in the planning, implementing and evaluating of learning programs for students" (Dwyer 1987).

This statement reflects those of Ken Haycock when he admonishes school librarians "To keep in mind the prescription for survival and even growth is relatively simple - a stated aim for the program, a clearly defined role for the teacher librarian, commitment by the teacher librarian to that role, co-operative program planning and teaching as a philosophical framework, a school-based scope and sequence continuum of study and research skills, and units of study which are not only jointly planned and taught, but also recorded for future use and improvement". (Haycock 1987).

This position is reiterated by Michael Marland (1987) who feels "greater pedagogical rigor is required particularly with the relationship of libraries to learning in the context of the whole school and especially to the planned curriculum". He continues that this is vitally important "for never before have lives depended so much on the ability to handle information successfully" and he sees the solutions in "close collaborations between teacher and teacher librarians of an equal status, as providing the best approach to effective library use and resource-based learning".

Working with class teachers is not new. Many primary teacher librarians have seen that an "isolationist" policy, on the fringe of the educational process is not the role of the teacher librarian and certainly does not benefit students. So why is there now a particular thrust to employ co-operative curriculum planning and teaching? Is it just another band wagon? Why should teacher librarians accept these approaches? In an economic climate which is seriously questioning the credibility of dual qualifications and is demanding accountability, it is vital that program advocacy become part of the teacher librarians ammunition and that it is vigorously pursued. For as Dawson (1988) asserts "We must progress to the realisation that most of the human experience is about the location, manipulation and use of information, and that we are going to miss out on the most relevant avenues for teaching about information if we see information skills as being mainly the province of the library and library lesson".

The Victorian special curriculum unit for school librarianship within the Ministry was fully aware of these issues and designed curriculum workshops based on the principles of "Co-operative Curriculum Planning and Teaching". The major workshop involving administrators, teachers and teacher librarians which was run by Ken Haycock in 1986, was adapted by the Curriculum Services incorporating the philosophies enunciated in Ministerial Paper No. 6 and a Rationale for its incorporation within Victorian primary schools was prepared by Janet Adams (1987). The Rationale contains the following four principles, for teacher librarians.

1. The major responsibility of the teacher librarian is a responsibility for curriculum. This responsibility is to be equal to that of teachers and principals.

2. Effective use of teacher librarians demands that the main client group of the teacher librarian be redefined as the teachers not the students. Teacher librarians who work in isolation from teachers in promoting learning strategies are largely ineffective and in some areas counter-productive.

3. The major task of the teacher librarian is to move beyond supporting and enriching the curriculum towards accepting equal responsibility with teachers for planning and implementing curriculum. This co-operative curriculum program planning ensure that the library's involvement in curriculum to a "coherent consistent program of education". (Ministerial Paper No. 6)

4. Co-operative curriculum program planning requires the development of a long term change strategy. This means that there must be a commitment to a long term change process which must include a reclarification of the role of the teacher librarian. This redefinition must be undertaken, taking into consideration the implications for teacher librarians in the implementation and planning of curriculum and how this curriculum role means change from the teacher librarians' traditional role as resource provider.

"Libraries in New South Wales Government Schools" is a policy statement put out by the Department of Education to be implemented in New South Wales school libraries.

This document states unequivocably that "the purpose of the school library is to enhance teaching and student's learning within the total program of the school by:

1. Co-operating with teachers in the planning implementing and evaluating of teacher/learning programs.

2. Providing opportunities for students to devlop information skills and use them compentently and confidently."

These information skills must be developed "in the context of learning in co-operation with the classroom teacher".

In New South Wales the Director General of Education endorses the co-operative curriculum role of the Primary School Librarian by approving the policy statement that "the teacher-librarian is a member of the school's total teaching staff and as such must be actively involved in teaching/learning processes".

It is up to individual school librarians to work with their principals to ensure that this policy statement is implemented.

The literature is not completely "starry-eyed" regarding the difficulties in achieving these principles. For "study after study has shown that classroom teachers perceptions of school librarians reveals that they do not perceive them to be heavily involved in the instructional program of the school" (Roggenbuck 1985). She goes on to point out that these studies do show "a discrepancy between the model to which teacher librarians commit themselves philosophically and curriculum development and implementation as it occurs in the real world". Herein lies the problem and the real dilemma for teacher librarians. For it is well recognised that without an adequate budget, staff, resource materials, etc., teacher librarians can be involved in curriculum, in only a selective and limited way. Haycock goes as far to say that without adequate staff, "co-operative curriculum planning is doomed to failure" (Haycock 1987).

In New South Wales the situation is more conducive to the implementation of co-operative curriculum planning and teaching as the School Libraries Policy Statement faces the staffing situation realistically and allocates ancillory staff to the primary library as part of the total staff of the school and states that they "are responsible for designated tasks associated with the efficient operation of the school library".

In Victoria the staffing including clerical staff is at the discretion of the principal and school council and the majority of primary school librarians are relying on volunteers.

It is far too easy for teacher-librarians to be negative, to look at the situation and "give up". For it seems that, according to the literature that teacher librarians' could do more to create the climate for co-operation. For they should not be intimidated by the rhetoric and realise that working with teachers as a member of the educational team within their schools, is a professional role for which their advanced training has equipped them. Teacher librarians must be convinced that this role carries far more integrity and is far more beneficial to students, than providing isolated "library lessons". This position is reiterated by Hansen (1987). "The most significant factor in determining the involvement of the teacher librarian in curriculum development is the attitude of the teacher librarian... Involvement by the teacher librarian in curriculum development is determined by perceptions of the role, the extent of the involvement and the competencies of and education of the teacher librarian".

Teacher librarians can no longer be only efficient organisers and service providers they must become effective educators. They must be able to lead, to communicate and motivate others. Teacher librarians must believe in their mission and become advocates for their programs, as Henri says in his paper on teacher librarian effectiveness, "They must motivate others to re-evaluate their own visions of education". (Henri 1987). Teacher librarians are urged to take the initiative and sell their competencies to the school community. They must become politically aware and involved in their school and its educational policies. Garth Boomer states the mission forcefully when he says "now, more than ever is the opportune time for teacher librarians to unite, to advertise what they know, to draw attention to themselves as guardians of the keys to power (information is power) and to set down just how they can become bona fide, pro-active partners in the transformation of schools as they face the post industrial revolution" (Boomer 1987). To become agents for change, the gauntlet has been cast, are primary librarians taking up the challenge?

ASSOCIATED RESEARCH STUDIES

Research has been carried out both in Australia and overseas on how teachers and principals view the school library and the role they perceive for the school librarian. As far as principals are concerned, Marland (1986) found that "a school principal will support the library to the extent to which it is perceived to be improving the education of the children". Mary Cox (1980) found in a Queensland study that "the degree to which a school library plays a vital role in the total school program is directly related to the leadership shown by the principal".

Other Australian research which has been undertaken in the area of teacher perceptions of the school librarian was Broadbent (1979) who states that "the implications of the school librarian as school resources co-ordinator and having a role in curriculum development seems to have been overlooked by teachers and educational administrators".

That teachers and administrators do not see a role for school librarians in curriculum planning and development is a major obstacle to the teacher librarians' own aspirations in that area.

Research which has been undertaken overseas in the same field as this study was a study by Master (1986) on "*The Perceptions of School Librarians as Curriculum Leaders*". This research was undertaken in Nevada, U.S.A. and found "that school librarians do not see themselves as curriculum leaders". The Master's research also found that school librarians are the media specialists of their schools and they are involved as support teachers for classroom content area teachers". In line with the other research findings, the Master's study concluded that "perceptions of the role of school librarians are affected by the tone set by school principals for their respective schools".

Related research undertaken by Irving (1986) on "*The School Librarians Day*" also highlighted the fact that school librarians also saw their role "as media specialists rather than curriculum initiators". This resulted in "a major problem in the role perception by other colleagues in the school. This may be due to always being seen employed in non-professional tasks or by failing to communicate role".

All of these research studies highlight the underlying problems facing a teacher librarian who tries to implement a curriculum role without the full support of the entire school community.

SUMMARY

Reviewing the literature appearing in journals to which primary school librarians would have ready access, e.g. "*School Library News*" distributed by the Ministry of Education; "*Access*" the journal of the Australian School Library Association, or "*Scan*" points to a need for a clearly defined role for the teacher librarian. Not only should this "clearly defined role" be understood by principals and teachers, but it also must be fully understood and advocated by teacher librarians.

This research study was undertaken to indicate if Primary School Librarians are doing the job that the theorists, are convinced they should be doing. There has not been any published research findings on this aspect of school librarianship in Australia. The literature reveals what teacher librarians should be doing and how they should see their role, but little research on what in actuality they are doing or the role they are actually performing. There was, it seems, no answer to these questions from the bibliographical data available, particularly for local schools and teacher librarians.

This research seeks to address these issues. For primary teacher-librarians; are faced as they are with major curriculum redirections and major structural and economic changes in education need the support of the librarianship profession. Unless that support is based on research evidence of real situations, it will not succeed. There is no point in expecting worthwhile change unless the library profession is prepared to start where primary teacher librarians are at, rather than where the theorists would like them to be! Marland (1986) in delivering the Esme Green Memorial Lecture series, declared that "the school library has a future, but only if the librarian is seen as a central person, with a senior role in whole-school curriculum planning. If we cannot produce that shift, I would not be surprised if in a few years time we did not see the library as a rather nice but disposable luxury". Marland emphasises the seriousness of the situation, which in Australia could see the time span sooner rather than later if current tends continue. Dire predictions such as

this and those of Ken Haycock are forcing the library profession into action, and account for the pedagogical tone of the literature.

THE MODEL ROLE FOR PRIMARY TEACHER LIBRARIANS

In 1985 Ken Haycock, Manager Elementary/Secondary Education Program Services, Vancouver School District, said at the annual I.A.S.L. conference that, "there is relatively little danger to the continued existence of school libraries, the issue today is the continued existence of school librarians."

This statement sent the initial shock waves through the profession and partly as a result of this paper and his other writings on "how the profession of teacher librarianship can be strengthened and enhanced" he and Carol Ann Haycock were invited to present their ideas and the programs they had developed at seminars throughout Australia. Their advocacy of Co-Operative Curriculum Planning and Teaching has had wide coverage in the professional school librarianship literature and their proposals have been, on the whole, enthusiastically received in Victoria. As this model is being strongly advocated as the saviour of school librarians, it is the model which this, research study will use.

The Co-operative Curriculum Planning and Teaching Model is not really a new development in school librarianship. Neville Johnson in 1981 at the A.S.L.A. VII Conference in Darwin was advocating a role for school librarians in curriculum planning and development (Johnson 1981). This was seen as a strengthening of the school librarians educational role and a new direction from the traditional custodial and librarianship orientated role which school librarians had assumed for many years. Of course the problem then, as now, is that it is all very well telling school librarians which role they are to undertake, it is another thing altogether to achieve implementation of that role within the school. To reinforce the notion of the educationalist role for school librarians and to make sure that role was understood by teachers and administrators, Australian school librarians have always assumed the name of Teacher-Librarian, emphasizing the quality of the function and role and stressing the fact that a school librarian is a trained experienced teacher with a further specialist professional qualification.

A role as partners with teachers in the planning and implementation of curricula and in initiating change within the educational policies of the school, is an important and effective contribution which all teacher librarians, by virtue of their expertise, are able to make to the school's curriculum initiatives.

Ken Haycock sees the role of the school librarian "as a professional teacher as an equal partner in the educational enterprise and in developing a strong support for that position".

The School Library Program "should clearly be a partnership involving the school district, the principal, the classroom teacher and the teacher-librarian" (Haycock, 1985). This then is the model which Primary Teacher Librarians have been urged to follow.

HOW PRIMARY SCHOOL TEACHER LIBRARIANS SPEND THEIR TIME

Eighty primary schools in Victoria and New South Wales were asked to participate in the study. Twenty schools in each of Gippsland Region and the Southern Metropolitan Region of Victoria and the Hunter Region and the Metropolitan West Region of New South Wales were selected. The Gippsland and Hunter Regions are similar Rural/Industrial areas and the other two regions are both Metropolitan/outer Metropolitan. A two week check-list diary was sent to the eighty schools randomly selected by the researchers in Victoria and by the Department of Education in New South Wales. Participants were asked to tick a box every half hour indicating what activity was being performed. This was done over a two week period during May, 1988.

SAMPLE DIARY PAGE

	1. Teaching Library Classes	2. Cataloguing or other technical services	3. Co-operative teaching with classroom teacher	4. Working with individual students or small groups	5. Planning with classroom teachers in person or in curriculum meetings	6. Admin-istrative tasks, eg. book buying; reports; work pro-grammes	7. Non Library Teaching eg. Rememdial Teaching etc.	8. Lunch and other breaks	9. School related duties eg. Staff meetings, yard duty, sports duty	10. House keeping; shelving; circula-tion	11. Other (please specify)
8:30 - 9:00											
9:00 - 9:30											
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4:00 - 4:30											

Directions: For each half-hour period please place a tick or ticks in the column or columns which best describe the task or tasks you were carrying out during the half-hour period.

Forty eight usable completed diaries were returned to the researchers.
This was a 60% response rate.

CHARACTERISTICS OF THE TEACHER LIBRARIANS AND THEIR SCHOOLS.

	Trained Teacher only	Trained Teacher& some Library Training	Trained Teacher & Qualified Librarians
Sydney	1	3	4
Melbourne	2	1	9
Gippsland	4	2	11
Hunter	3	7	1
Total	10	13	25
	20.8%	27.1%	52.1%

While the 52.1% qualified is higher than the figures usually reported in the literature, it may be that qualified teacher librarians were more likely to be willing to participate in the survey.

FULLTIME/PART-TIME

	Part-time Librarians	Full-time Librarians
Sydney	5	3
Melbourne	0	12
Gippsland	4	14
Hunter	10	1
	19	29
Total	30.6%	60.4%

It is clear that the method of appointing teacher librarians differs between N.S.W. and Victoria. In Victoria teacher librarians tend to be appointed full-time and small schools rely on the MARC van service. In N.S.W. a teacher librarian is appointed on at least a part-time basis to all schools.

MEMBERSHIP IS PROFESSIONAL ASSOCIATIONS

Library Association of Australia:	8.3%
School Library Association of Australia either School Library Association of Victoria or School Library Association of New South Wales.	39.6%
Other: included Primary English Teacher Association, teacher-union library Association, childrens Book week Committee.	29.2%
No Association	31.3%

Some teacher-librarians belong to more than one association.

READING OF PROFESSIONAL JOURNAL

ORANA	6.3%
ACCESS	16.7%
State Department of Ed. Library Journal either SCAN or School Library News.	97.9%

Only one respondent indicated that they did not read any of the professional journals and many read more that one. This figure is much higher than studies of reading habits of classroom teachers, all of which indicate that most classroom teachers do not read current journals in their fields. (Finger, SET, No. 1). It is obvious that the journals published by the School Library Services in each state are read by almost every teacher librarians in the state and that they are a valuable method of keeping teacher librarians up to date with current development in the field.

With only 6.3% of the sample reading ORANA and 8.3% being members of the Library Association of Australia, it appears that this national professional association is having very little impact on the largest group of Librarians in the country, Primary School Teacher Librarians.

PART-TIME CLERICAL ASSISTANCE

	Part-time Assist. No	Yes
Sydney	1	7
Melbourne	12	0
Gippsland	13	4
Hunter	2	9
Total	28	20
	58.3%	41.7%

Clerical or Technical Assistance	
No Clerical Assistance	58.3%
With Clerical Assistance	41.7%

In New South Wales 16 Teacher Librarians have part-time clerical assistance and only three do not, while of the 29 Teacher Librarians surveyed in Victoria 25 do not have access to part-time clerical assistance only four have this assistance.

It is clear that state government polices on staffing libraries are critical to the provision of clerical assistance. The literature on the subject agrees that a teacher librarian cannot perform the preferred role co-operative planning and teaching without clerical or technical assistance.

SIZE OF SCHOOL

	< 150 1.	15-050 2.	251-400 3.	401-600 4.	> 600 5.
Sydney	0	3	1	2	2
Melbourne	0	2	6	4	0
Gippsland	2	4	6	5	0
Hunter	3	2	4	2	0
Total	5	11	17	13	2
	10.4%	22.95	35.4%	27.%	4.2%

LOCATIONS OF SCHOOLS

Sydney	8
Melbourne	12
Gippsland	17
Hunter	11

The higher response rate from Gippsland and Melbourne Schools was probably due to the fact that the survey was conducted under Gippsland Institutes name and Victoria Teacher-Librarians would be more familiar with Gippslands Library School and it's staff than would New South Wales Teacher Librarians.

WHAT TEACHER LIBRARIANS ACTUALLY DO

The two week diaries were analysed to determine what percentage of time Teacher Librarians actually spent on each of the eleven categories. The following table shows how primary school teacher librarians in New South Wales and Victoria spend their time during school.

1.	Teaching Library Classes	26.6%
2.	Cataloguing	9.3%
3.	Co-op Teaching with Class teachers	4.8%
4.	Working with Small Groups & Individuals	3.2%
5.	Planning with teachers	3.1%
6.	Administration	9.5%
7.	Non Library Teaching	4.6%
8.	Lunch Breaks	10.8%
9.	Other School Duties	5.1%
10.	House Keeping, Clerical	13.2%
11.	Other	9.7%

The other category included such items as sick days, school being closed, school excursions and camps.

Primary school teacher-librarians spend 26.6% of their time teaching library classes in isolations, an activity that is universially condemed in the literature as being unproductive at best, while only spending 4.8% of their time co-operatively teaching which is the preferred model.

The researchers divided the eleven categories in the diary into five main categories 1. Teaching in isolation, 2. co-operative planning and teaching, 3. professional Library tasks, 4. clerical tasks 5. lunch/other.

1. Teaching in isolation was a combination of:
   Item1 — teaching library classes
   Item 7 — non library teaching
   Item 9 — other school duties

2. Co-operation Planning & Teaching was a combination of :
   Item 3 — Co-op Teaching with class teachers and
   Item 5 — Planning with Teachers

3. Professional Library Tasks was a Combination of:
   Item 2 — Cataloguing.
   Item 4 — working with groups & individuals.
   Item 6 — Administration.

4. Clerical tasks was:
   Item 10 — House keeping & Clerical Tasks.

5. Lunch/others was:
   Item 8 — Lunch.
   Item 7 — Breaks.
   Item11 — Other.

THE PERCENTAGE OF TIME THAT PRIMARY SCHOOL TEACHER LIBRARIANS SPENT ON EACH OF THE FIVE MAJOR CATEGORIES WAS AS FOLLOWS:

Teaching in Isolation	36.0%
Professional Library	22.0%
Co-op Planning Teaching	7.8%
Clerical	13.2%
Lunch & Other	20.5%

The figure of 36% of time spent in instructional activities not co-operatively taught or planned indicates that primary school libraries are not well integrated into the school curriculum.

Studies have shown that Primary School classroom teachers only spend 43% of their day in direct instruction (Turney, P.5) If Teaching in Isolation by Librarians is added to Co-op Planning and Teaching a figure of 43.8% of time spent on teaching is reached. One wonders how our Teacher Librarians can manage a "normal" classroom teaching load as well as being able to run the library.

Professional Library Tasks occur 22% of the time while non professional library tasks take up 13.2% of the time. Teacher Librarians spend 36% of time teaching in isolation and 35.2% on Library tasks with only 7.8% devoted to co-operative planning and teaching. Teacher Librarians are in the main operating is the very traditional role of teacher and Librarians and are not adopting the curriculum role specified in the literature which is that of being mostly involved in co-operative planning and teaching.

QUALIFICATIONS AND ROLE

	Trained Teacher	Trained Teacher & some Library Training	Trained Teacher & trained Library qualifications	Total Group
Teaching in isolation	46.4%	30.4%	35.9%	36.0%
Professional Library	15.6%	17.7%	25.5%	22.0%
Co-operative Planning & Teaching	4.5%	11.5%	7.4%	7.8%
Clerical	16.4%	12.0%	12.7%	13.2%
Lunch/Other	17.0%	28.0%	18.4%	20.5%

Individuals with no library training spend much more time teaching than do individuals who are trained or partially trained and they spend less time on Professional library tasks and more on clerical tasks than do trained teacher librarians. Trained teachers without librarianship training probably feel more comfortable in carrying out tasks that fall within their areas of training. However being a fully trained teacher librarian does not mean that one will be more involved in Co-operative planning and teaching they will rather carry out more professional librarianship tasks and less co-operative planning and teaching than with those with some library training. It was not clear why those with some library training were involved in so much time in the "other" category.

FULL-TIME vs. PART-TIME TEACHER LIBRARIANS

	Part-time (N=10)	Full-time (N=29)
Teaching in isolation	33.6%	37.5%
Professional Library	17.1%	24.%
Co-operative Planning and Teaching	11.7%	6.4%
Clerical	13.8%	12.9
Lunch/Other	23.8%	19.2%

While Full-time teacher Librarians tend to spend slightly more time teaching and carrying out Professional library tasks than did part-timers and part-timers were slightly more involved in co-operative activities, there were no real significant differents in the role of part-timers vs. full-timers. Because only four of the 19 part-timers were located in Victoria, this aspect may well be influenced by geographical location as well a time fractions spent in the library.

MEMBERSHIP IN PROFESSIONAL ASSOCIATION

	YES	NO
Teaching	33.4%	39.3%
Professional Library	25.4%	18.8%
Co-operative Planning and Teaching	6.9%	8.8%
Clerical	11.7%	14.6%
Lunch/Other	22.5%	18.5%

There was a slight significant difference in the amount of time spent on Professional Library Tasks and the "lunch, other" category between the two groups but it appears that membership is a Professional Association does not significantly affect the role carried out by Teacher Librarians.

CLERICAL OR TECHNICAL ASSISTANCE

	YES	NO
Teaching	32.5%	37.8%
Professional Library	18.7%	24.1%
Co-operative Planning and Teaching	7.8%	3.4%
Clerical	14.7%	12.5%
Lunch, other	20.6%	22.1%

Those with clerical assistance are more involved in co-operative planning and teaching then are those without clerical assistance and are slightly less involved in teaching in isolation and carrying out professional tasks than their colleagues who do not have clerical assistance. It is interesting to note that those who have clerical assistance report that they do more clerical work than those without such assistance. It may well be that teacher librarians who lack clerical assistance and therefore must carry out all library tasks themselves would view some clerical level tasks as professional.

SIZE OF SCHOOL

	<150	151-250	251-400	402-600	>600
Teaching in isolation	37.5%	42.0%	37.7%	33.4%	21.7%
Professional Library	9.9%	19.5%	21.2%	27.4%	26.2%
Co-operative Planning and Teaching	2.9%	9.5%	4.7%	9.8%	20.4%
Clerical	10.5%	12.5%	15.1%	12.8%	9.8%
Lunch/Other	39.0%	16.5%	21.4%	16.7%	22.1%

The size of the school made no significant difference in the role of the primary school teacher librarian in the three mid range schools. In schools of less than 150 Teacher Librarians spend significantly less time carrying out professional library tasks than in other schools, with small collections in small schools there would be less professional

library tasks to be preformed. They are also less involved in co-operative planning and teaching a factor which might be influenced by the fact that in the smaller schools the teacher librarians is in the school for one day a week and often does not get to interact with the other school staff.

There were only two schools of over 600 in the sample and both were located in New South Wales and both had clerical assistance. While the teacher librarians spend less time in teaching in isolation and more time is co-operative planning and teaching it is unclear ether this is a function of size or location, however as most of the small schools were also located in New South Wales and the Teacher librarians spent only 2.9% of time in co-operative planning and teaching size might well be as important factor.

LOCATIONS OF SCHOOL

	Sydney	Melbourne	Gippsland	Hunter
Teaching in isolation	23.9%	44.4%	38.3%	27.4%
Professional Library	21.4%	20.1%	26.1%	15.2%
Co-operative Planning and Teaching	21.8%	2.6%	4.1%	15.7%
Clerical	13.3%	14.4%	3.5%	7.0%
Lunch/Other	19.4%	18.6%	19.0%	28.7%

There is no real difference between the role of librarians in Metropolitan schools, Sydney and Melbourne, and those in regional schools, Gippsland and Hunter except that those in regional schools spend far less time on clerical tasks than do those in Metropolitan schools.

LOCATION BY STATE NEW SOUTH WALES/VICTORIA

	NSW	VIC
Teaching in isolation	25.8%	40.7%
Professional Library	18.0%	23.7%
Co-operative Planning and Teaching	18.5%	3.4%
Clerical	6.9%	4.4%
Lunch/Other	24.6%	18.8%

The State System in which the primary school teacher librarian works was the most significant variable effecting how they spend their time during the school day. Victorian teacher librarians spend 40.7% of their time teaching in isolation while those in N.S.W. spend 25.8% in these activities. New South Wales teacher librarians spend 18.5% of time in co-operative planning and teaching compared to only 3.4% of time spent on this activity in Victoria. When the two diary items that make up the co-operative planning of teaching area item 3 "Co-operative teaching with classroom teacher" and item 5 "Planning with classroom teachers in person or in curriculum meetings" were analysed it was found that N.S.W. teacher librarians spent 14.2% of their time in Co-operative teaching while only 0.9% of time was spent in their activity in Victoria 4.6% of New South Wales teacher

librarians time was taken up in planning and 2.6% of Victorians time was involved in planning.

It is clear that Victorian primary school librarians have not taken on the role of Co-operative planning and teaching that is the model endorsed by the literature of librarianship. Spending less than 1% of time in Co-operative teaching really means that it is not taking place at all in most Victorian Schools and it is clear that primary school library programs in Victorian Schools are not being developed in co-operation with classroom teachers.

The reason for the state differences are several. The N.S.W. library policy, which instructs schools to have teacher librarians and classroom teachers work co-operatively is clearly a factor in the difference. The restructing of the Victorian Ministry of Education and moves to decentralize have meant that the state has been left without a strong central school library service which could provide direction to schools to enable them to be involved in Co-operative curriculum planning and teaching. The school Library Service in New South Wales has been very active in promoting the concept and in making schools aware of the State library policy and the means to achieve it.

Victoria teacher librarians are expected to provide release time for classroom teachers for the Administrative and Planning time. At the time of the study this was not the case in New South Wales, although following the change in government in that state, primary school teacher librarians may be used to provide relief time. As Janet Adams of the Victorian Ministry of Education has said "If teacher-librarians are providing teachers with spare periods, planning becomes impossible and the program is doomed to failure." (Adams pp.10) and this is what appears to have happened in Victoria.

How much a primary school teacher librarians is used to provide relief for classroom teachers is the biggest single factor that will determine if co-operative planning and teaching will take place or not.

INTERVIEWS WITH SELECTED PARTICIPANTS.

The interviews were very difficult to tabulate particularly as there were very different situations pertaining in the two different States, as the data indicates.

One extremely rewarding aspect of the interviews was the enthusiasm of all the teacher-librarians to participate and talk to the research team. They expressed pleasure at being chosen and were particularly enthusiastic to talk about their positions, their problems and their impression of school librarianship. In virtually all cases the teacher-librarians were surprised but delighted that "the professionals" were "interested in what they thought and felt". It was very noticeable to the research team that the Primary school librarians interviewed felt that they were 'the Cinderellas' of the librarianship profession.

In N.S.W. the government had made significant changes affecting school libraries and further changes were intimated, after the diaries had been completed. These changes were being announced as the interviews were taking place and there was therefore an underlying degree of pessimism, as all the school librarians interviewed felt the new government initiatives were a regressive step. This question dominated the interviews in N.S.W. as the teacher-librarians were very concerned about this issue and wished to discuss it.

ORGANIZATION OF THE INTERVIEWS

1. Interviews with selected participants, who had submitted diaries to the research team were conducted immediately following the analysis of the data.

2. Interviewees were to be chosen from those which the data indicated were following the model and, in order to gain comparsion, from those who were not. As no teacher-librarian in Victoria was following the model this criteria had to be abandoned and the interviewees in Victoria were randomly selected. (10 from each State).

3. The interviews were conducted in all the four geographical areas covered by the sample.

4. The interviews were all arranged by phone and interviewees were approached through their principals. Principals were asked to participate in the interviews.

5. The majority of interviews were approximately one hour in length and conducted in all cases in the school library.

SPECIFIC ISSUES ARISING FROM THE INTERVIEWS

A. NEW SOUTH WALES.

1. In N.S.W. schools are incorporating (to a greater or lesser degree) co-operative, curriculum planning and teaching as it is a mandatory requirement.(N.S.W. Dept. of Education, Policy Statement, 1987.)

2. For co-operative curriculum planning to succeed the teacher-librarian must have the full support of the Principal who can direct teachers to co-operate with the teacher-librarian.

3. The recent government changes have eroded the teacher-librarians position and they are extremely upset as they feel that they have "come so far and worked so hard" to have co-operative curriculum planning implemented.

4. All teacher-librarians were emphatic in the importance of classroom teachers accompanying their class to the library and remaining throughout the lesson. For it is in this way that the maximum planning time and teacher/teacher-librarian co-operation can be achieved.

5. The importance of a written policy which is sent under Ministry directive to the Principal and staff was seen to be the most important factor in the success of co-operative curriculum planning and teaching "Teachers believe what is in print" was expressed by many of the teacher-librarians.

6. It was clear that although half the teacher-librarians interviewed were untrained (i.e. they did not have a professional school librarianship qualification) they all saw themselves as "the librarian". There was no evidence of job dis-satisfaction although all of those interviewed saw the importance of relevant in-service training and the necessity of belonging to local networks.

7. Every teacher-librarian interviewed expressed the opinion that they could not undertake co-operative curriculum planning and teaching without clerical assistance.
In N.S.W. they all had this assistance, but as a cut-back of support staff for libraries was being canvassed by the government as an economic necessity, there was considerable despondency for the future.

B. VICTORIA

1. In Victoria effective co-operative curriculum planning and teaching was not being undertaken in any of the schools in which the teacher-librarian was interviewed.

2. The emphasis was on literature enrichment and teaching library/information skills. There was no inter-action with classroom teachers, except in an informal way, in any of the schools visited.

3. All the teacher-librarians interviewed relied on volunteer help as none of them had any clerical assistance.

4. The untrained teacher-librarians interviewed had not received any on-the-job or in-service training on taking up their positions and all had no previous library experience. Two had enrolled in a professional school library course subsequent to their appointment.

5. All those interviewed were enthusiastic in promoting the library and all had initiated innovative programmes within the library but there was virtually no carry-over into the classroom from these initiatives.

6. All the teacher-librarians interviewed were providing 2 hours "administrative planning time for each class teacher." As well, two of the teacher librarians were teaching in other areas of the curriculum and all were involved in school activities such as camps, meetings, and school sport.

7. Personal communication between the teacher-librarians, and the school community was seen as vital. As the Principal and school staff collectively make decisions on staffing, the distribution of resources and major curriculum initiatives, this communication could well be seen as "life-saving" rather than as co-operative planning and teaching.

8. The situation for the teacher-librarians was summed up by one of those interviewed who said "teachers demand service, if you give them the services they are looking for they will support you". Public relations was seen by this teacher-librarian as extremely important.

C. PRINCIPALS ATTITUDES TOWARDS THE SCHOOL LIBRARY

In Victoria the isolation of the school library within the school was very evident. No principal in the schools visited was interested in being present at the interviews even though in all cases the teacher-librarian felt that the Principal was "supportive". This support seemed to be in resource provision rather than encouraging active co-operation between classroom teaching staff and the school library. All the teacher-librarians interviewed in Victoria complained about the lack of follow-up to any of their initiatives by classroom teachers.

The picture was different in N.S.W. as three Principals were interviewed and these three were extremely enthusiastic about their libraries and the effectiveness of the programmes that were being provided. Yet as it can be seen, that if less than 1/4 of the Principals who were approached were available for interview, given the importance which the research literature places on the involvement of the Principal in co-operative curriculum planning and teaching, it can be assumed that effective co-operation between class teachers and the teacher-librarians is not being seen as a major educational policy initiative by the majority of Principals.

The three N.S.W. principals who agreed to be interviewed in the library with the teacher librarians were all quite emphatic that they carried out the cooperative Curriculum Planning and Teaching model because it was required Department policy. Only one said that he was so impressed by the force for excellence that resource based learning had for the children that he would endeavour to continue this program even if changes were required of him. This Principal was instrumental in sending his teacher-librarian to network meetings and in-service meetings in order that she should be fully knowledgable in all aspects of co-operative planning. One other principal said that she would go along with Department policy - which seemed to indicate that if this changed her policy would change. Interestingly one principal interviewd was supportive of co-operative curriculum planning only because it was ministry policy. He was very interested in his library and very supportive of his teacher-librarian but disagreed strongly with the role of the school library as outlined in the Departmental papers. In his opinion the role of the school library was to encourage children to read and in the promation of childrens literature.

In Victoria, as has been noted, no principal was interviewed with the teacher-librarian. But one of the interviewees was the deputy principal of his school as well as running the school library part-time. He also taught a computer class (not linked in anyway with the

library program!) He admitted that the school librarian could play a more vital role within the schools educational policies. Though even in his position, he felt his hands were tied in implementing this, as he had to follow the government guidelines.

The attitude of the principals was significantly different in the schools where there was only a part-time librarian; they did not have the same interest in the library or see the significance of co-operative curriculum planning, which was probably understandable if the teacher-librarian is only in the school one or two days a week.

D. THE ATTITUDES OF TEACHERS TO THE SCHOOL LIBRARY

As the situation in Victoria, as evident in the survey results, was so different to that pertaining in N.S.W., it was decided that little could be gained by interviewing teachers; as it was obvious the teacher-librarians in Victoria had little contact with them, (as teachers do not accompany their classes to the library.) This was born out in the interviews, as interviewees expressed (in all cases) a lack of interest in the school library program by teachers. One teacher-librarian expressed the general feeling by saying that "although she tried to interest teachers in the school library and initiated programs which could be implemented in the classroom, no teachers followed up these initiatives". Another expressed the view "that teachers were only interested in the service that the library provided -give them good service and teachers would support you". "As long as they can leave their grade in the school library while they take their allocated planning time, teachers don't care what you do in that time" was another view expressed in the interviews. The underlying pessimism of these opinions indicated to the researchers that a major study of teacher attitudes to the school library and the teacher-librarian would need to be undertaken in Victoria in order to indicate any avenues which could be explored to overcome this impasse. This was seen to be outside this particular project.

In N.S.W. all teachers accompanied their classes to the library as this was once again a Departmental requirement. Interestingly a few teacher-librarians were unhappy about this as they felt uncomfortable conducting lessons supervised by another teacher. The majority though saw this attendance as being the only time that they had to talk to the teachers, to discuss their requirements, and co-operatively plan programs.

The teacher-librarians were very adamant in expressing the importance of teachers being activity involved in the library program even if it was by coercion, as it was felt that if successful co-operative teaching had been implemented that teachers would be very supportive in times of change. The few teachers that were willing to be interviewed in the library expressed the opinion that they never would have understood co-operative curriculum planning or the need for the teacher-librarian to be involved, if they had not been forced to accompany their classes to the library. In only two cases did the teacher-librarian express dis-satisfaction with the attitudes of the class teachers in the library, in that they did not co-operate.

In Victoria teachers do not accompany their classes to the library for the "library lesson". Most co-operative planning between the teacher and the teacher-librarian is initiated by the teacher-librarian and this usually is conducted at morning tea, lunch or by advertising the library program during staff meetings.

E. USE OF SCHOOL LIBRARY WITHIN THE EDUCATIONAL FRAMEWORK OF EACH SCHOOL

In Victorian Primary Schools the library is very much a subject area. Children do "library". It is a time-tabled class taken by the teacher-librarian. In three of the schools where the teacher-librarian was interviewed, the students were assessed on their work in this class and these librarians had to write a report for each child in this "subject".

Teachers do not accompany their pupils to the library. For as has already been pointed out in the survey the teacher-librarian is taking the class in order that the teachers are able to have their administrative planning time away from face to face teaching.

Even though the 'teaching' role predominates in Victorian Primary School Libraries with virtually the entire day devoted to time-tabled classes, the teacher-librarian must administer the library, organize the resource collection for effective retrieval and provide full user services.

As is indicated in the survey data, primary teacher-librarians in Victoria rely almost exclusively on volunteers to accomplish all the clerical and non-professional library duties.

In New South Wales the school library was not in a similar isolated position and because of the mandatory nature of the implementation of co-operative curriculum planning and development initiatives, the integration of the school library within the school curriculum was more evident.

Also, as the teacher-librarian had officially recognized ancillary staff, he/she had more time to communicate and co-operate with classroom staff.

In Victoria only one teacher-librarian interviewed perceived her role as implementing information skills in co-operation with teachers. As this teacher-librarian had not been able to interest any of the teachers in co-operating, she had implented a graded sequence of information skills for each year level which the children were working through in their "library lessons". The other teacher-librarians interviewed also were teaching "library skills", in isolation, but they all perceived their major role as fostering childrens love of literature. On the evidence of those interviewed for this survey, children's literature specialists and teaching library skills are the perceived ideal roles for Victorian Primary school librarians.

The Primary school librarians in N.S.W. who were visited, perceived themselves as media specialists and as managers of the resource centre. The organization and use of the school library within the school reflected this. Their position was not seen as that of a library teacher but as specialist professionals sharing their expertise.

F. EDUCATION QUALIFICATION OF THE PRIMARY TEACHER LIBRARIAN AND CONDITIONS OF EMPLOYMENT.

In Victoria Primary teacher-librarians are usually in the lowest position in the school (Band 1) they are able to be promoted to Band 2 but this is at the discretion of the Principal and school staff. In order to gain further promotion they must go back into the classroom. These conditions do not apply in the secondary schools. This has meant that the fully trained experienced primary teacher-librarians are promoted out of the school library. The only positive feature of this is that many do become administrators. It is in these

schools that we could see change occurring, as Principals with school librarianship training are aware of the potential of the school library as a force for educational excellence.

In New South Wales the untrained teacher-librarians that we interviewed were all committed to librarianship and had chosen to be in the library. The N.S.W. Department does offer a ten week course for untrained teacher-librarians which at least gives them the rudiments of administering the school library.

In Victoria as pointed out in the research findings, the school library is staffed by a volunteer teacher if that school library has not been 'tagged' by the Principal and staff of the particular school as a specialist position. In 1988 - 51% of the Primary School Libraries in Victoria were not staffed by a fully trained teacher-librarian (Ministry of Education Statistics, 1988). There are no official courses being offered to help untrained teacher-librarians even though the school library networks do try to organze in-service days for the librarians.

There was a degree of optimism expressed by the teacher-librarians interviewed in N.S.W. in that because co-operative curriculum planning and teaching is being undertaken, classroom teachers will already be aware of the positive outcome for children's learning that this offers and will be keen to continue.

In Victoria, the fact that the teacher-librarian is teaching library classes in isolation, in order that class teachers can have the regulation planning time free from classroom responsibilities, was seen as the major obstacle to any co-operative curriculum initiatives.

ROLE OF THE TEACHER-LIBRARIAN AS PERCIEVED BY THOSE INTERVIEWED

LEAST IMPORTANT ROLE IN THE SCHOOL

The teacher-librarians interviewed were quite unamimous in that their least important role in the school was in doing jobs that teachers could do for themselves!

This included copying tapes; video-recording; minding classes; and photo-copying. Most of the librarians who were doing one or more of these tasks were either expected to do this by a superior (particularly if there were no ancillery staff to undertake such jobs) or through offering a service to teachers, found that this was one of the services expected.

MOST IMPORTANT ROLE IN THE SCHOOL

The Primary teacher-librarians interviewed all felt that they were the resource specialist and that this knowledge gave them the expertise to work within curriculum frame-works in planning and developing curriculum with teachers.

They also felt they had two other specialist areas in the teaching of information skills and in giving children a love of literature. The difference between the two states was quite noticeable in these two aspects. In New South Wales the emphasis was on the former and in Victoria definitely on the latter. In fact in New South Wales several interviewees regretted that because of the implemenation of co-operative curriculum planning they did not have enough time for undertaking literature activities, as they would ideally like.

In Victoria as the teacher-librarian is teaching isolated classes, and "the library" is seem very much as a subject area. The teacher-librarians have therefore devised an entire curriculum program for "the library". This curriculum concentrates on children's literature and the teaching of library/information skills. The teacher-librarians still undertake the main thrust for all children's literature activities within the schools and this they still perceive as their most important role.

SUMMARY OF RESEARCH FINDINGS.

1. With only 6.3% of primary school teacher librarians reading ORANA and 8.3% being members of the Australian Library and Information Association, it is clear that this major association has had little impact on this large group of librarians. There is a need for this association to develop programs and services to attract primary school librarians as members.

2. Australian Primary School Librarians spend 36% of their time "teaching in isolation" and 22% carrying out "professional library tasks" and only 7.8% of time is spent on "Co-operative Curriculum Planning and Teaching". It is clear that the preferred role of Co-operative Curriculum Planning and Teaching that is predominate in the literature is not being carried out and that primary school librarians are mostly involved in the traditional roles of teacher and librarian.

3. Those primary school teacher librarians who had clerical assistance were significantly more involved in Co-operative Curriculum Planning and Teaching than those who had no clerical assistance. If education authorities really want teacher librarians to be actively involved with teacher in co-operative educational programs, then clerical assistance must be provided to primary school libraries.

4. 97.9% of Primary School Teacher Librarians read the State Ministry of Education Library Journals such as SCAN and School Library News. It is important that these publications continue to be freely distributed to school libraries as they are an effective way to transmit information about school libraries and librarianship.

5. It is important that primary school teacher librarians have qualifications in both librarianship and teaching. Those individuals who are trained teachers without any library training will spend 46.4% of their time "teaching in isolation". They spend only 4.5% of time in "co-operative curriculum planning and teaching" which is significantly less than that spent by those who have training in librarianship. It appears that those without any training in librarianship see themselves as "classroom" teachers and carry out a this role rather than that of a teacher librarian.

6. The single biggest factor which determined if primary school teacher librarians were involved in co-operative Curriculum Planning and Teaching was the state in which they worked. Those employed in N.S.W. spent 18.5% of their day working co-operatively with classroom teachers while their Victorian counterparts spent only 3.4% of their time in co-operative activities. It was clear from the interviews that the N.S.W. Library Policy that directed that Co-operative Curriculum Planning and Teaching take place was a very powerful force in bringing this about. The lack of such a policy in Victorian schools coupled with the fact the teacher librarians are used to provide relief time for classroom teachers for Administrative and Planning time, means that primary school teacher librarians in that state are working in isolation. It is clear that if the job of a primary school teacher librarian is seen mainly as providing classroom teacher with relief from face to face teaching, than Co-operative Curriculum Planning and Teaching is doomed to fail.

CONCLUSION

It is indeed unfortunate that such a resource for excellence as the primary school library and its teacher librarian is so underutilized and undervalued in many schools. It is clear that if Co-operative Curriculum Planning and Teaching is to become a reality in most primary schools then school administrators and classroom teachers must become convinced of its value to the schools educational program.

Since the completion of the gathering of the data for this project, significant changes have taken place in the New South Wales Education System. It would be worthwhile to determine just what effect these changes will have on what primary school teacher librarians do in that state.

THE FUTURE NEEDS FOR PRIMARY SCHOOL LIBRARIES AND TEACHER-LIBRARIANS AS INDICATED BY THE DATA FROM THIS RESEARCH STUDY.

1. Primary school librarians are beginning to adopt automated library systems. This should provide them with relief from some clerical and professional library tasks which might allow them more time to work co-operatively with classroom teachers. It is important that a study of the effects of automation on the role of primary school teacher librarians be conducted.

2. The need for the A.L.I.A. to promote the importance of the employment of qualified teacher-librarians in primary schools. There is little hope of change occurring in school library programs, if half the teacher-librarians (as in Victoria) are not qualified in School Librarianship.

3. The need to educate teachers, as part of their initial teacher-training, in the importance of resource-based learning for students and in the need to fully co-operate and plan curriculum units with the teacher-librarian.

4. Co-operative curriculum planning, team teaching and inter personal communication skills along with education theory and the integration of curricula and resource materials into learning strategies, must form the basis of all education for teacher-librarianship courses which are accredited by the A.L.I.A.

5. School librarians need the support of the entire librarianship profession if they are to be fully effective as a force for educational excellence, which the implementation of co-operative curriculum planning and teaching advocates.

6. If educational authorities do not help to establish an environment where Co-operative Curriculum Planning and Teaching can actually take place, then teacher librarians will become increasingly frustrated with being told by the library profession and the literature that they should be carrying out one role, while actually working in conditions that prohibit them from really being involved in Co-operative Curriculum Planning and Teaching.

It is therefore important that strategies are developed which will help raise the self-confidence of those teacher-librarians who feel intimidated by the rhetoric. This will allow them to develop fully the potential for their school library in their own particular school environment.

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